JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

Vol. CI.—No. 16. APRIL 16, 1925 A. E. WINSHIP, Editor

JOURNAL OF EDUCATION

NEW ENGLAND AND NATIONAL

6 Beacon Street, Boston

A. E. WINSHIP.....EDITOR

Entered at the Post-Office, Boston, Mass., as second-class mail matter.

Printed in U. S. A.

Boston, New York and Chicago, April 16, 1925

THE CONTENTS

	Page
Editorials:—	
Appreciation of the Colleges	431
Massachusetts Campaign	432
School of International Relations	432
Education and Life	432
Religious Education	433
An Interesting Week—April 6 to 11	434
Iowa State Teachers College	434
Vacation Tours of Birds	435
The Platoon Plan	437
On to Edinburgh	438
A Letter to the Teachers of the United States on the Observance of Good-Will Day	439
A Proposal for Good-Will Day	440
Getting Religion Across	441
Pittsburgh's Progress	442
Modern Language Items	443
When Earth's Last Lessons Are Over	445
The Seven-Year Elementary School System of Kansas City, Missouri	446
Educational Forum	450
Book Table	451
Education in Action	453

N. E. A. meets in Indianapolis, June 28 to July 3.

APPRECIATION OF THE COLLEGE

"The American Arts College" is being surveyed under the patronage of "The Commonwealth Fund of New York" and its Educational Research committee, of which Max Farrand is chairman.

There are many indications that such a survey is needed. At Harvard University the criticisms in print by alumni and even undergraduates have become so annoying that some action is needed regarding the freedom of criticism. The address of Superintendent Frank D. Boynton of Ithaca, the most applauded of any address at the Cincinnati meeting of the Department of Superintendence, was a highly critical arraignment of some college practices.

Of course, much of this is merely a "comeback" in view of the freedom of college criticism of the public schools from every angle. The college surveys of public schools have been such that a survey of the colleges was inevitable. This committee has six college men, two state superintendents and one city superintendent, and the definite work is by the Dean of Education of a state university. The composition of the committee in the face of it might give the impression that the purpose was to defend the colleges from the critical attacks which are so common. The "Limited Survey" made by Dr. Frederick J. Kelly and published by the Macmillan Company of New York, will be studied critically in view of the college surveys of city schools.

The initial statement by Dr. Samuel Paul Capen heroically admits what the public school people have been saying more or less resentfully.

"Although educational research has been largely the product of university scholars and although the universities have encouraged it and supported it, it has thus far dealt almost exclusively with the problems of the lower schools. Most educational issues in the university system are still settled by the time-honored methods of compromise and majority votes, and without the support of scientific evidence. Such evidence may generally be had if universities will apply to their own procedure the same critical technique which they are ready enough to see applied to the procedure of the schools below. The situation is anomalous. Higher education offers a wide and fascinating field for scientific inquiry. It is difficult to understand why university schools of education have neglected this field so long."

Dr. Capen is the son of a college president, has been on a New England college faculty, was one of the ablest men on the staff of the United States Bureau of Education, one of the best informed and one of the most heroic college men to challenge the time-honored traditions, and his introduction to Dr. Kelly's book is entirely fair. He says:—

"The American college is a paradox. It is more severely criticised than any other institution in the educational system, and it is more popular than any other. It is the heart of university education, and it is the seat of most of the serious diseases that afflict universities. Men and women everywhere prize their college connections above all other connections, and yet these connections are the least demonstrably useful to them. The college is the most vulnerable institution that we have, and it is the most vital. Because we love it we chasten it. It has hardly responded to the chastening at all, but we love it still."

Dr. Capen sees more clearly than most college men that there is a real situation that must be squarely faced.

"Nevertheless in spite of its vitality, and not at all because of the criticisms that have been leveled at it, the dominating position of the college in the American educational scheme

is now threatened by irresistible social forces. These forces are finding surface expression in educational movements which promise to affect both the organization and the curriculum of every unit in our educational system. I mean such forces as the growing specialization of organized society; the demand that more and more persons shall possess the essential parts of the rapidly increasing store of human knowledge, or in other words the intellectualizing of civilization; the lengthening period of tutelage, combined with the insistent economic pressure for earlier entrance upon professional careers. These and other forces tend to alter the tempo of the lower schools and change the content of instruction. They are bearing heavily on professional schools and modifying both the aims and the methods of professional education. What is the position of the college in this great tidal movement of society? What should be its position?"

Dr. Kelly has made a good beginning, and "The American Arts College" should be studiously read by all who are responsible for creating the needed changes in college functioning. Yes, and by the college critics as well. It is as important a book as has been recently published.

MASSACHUSETTS CAMPAIGN

The Massachusetts Teachers Federation has in hand a legislative campaign in charge of Fred E. Pitcher, chairman, the aim being to adapt the "Teachers' Retirement Law" to present financial standards. There is no question but that retirement provisions made more than ten years ago have no adequate relation to present conditions. The Federation asks for service requirements for retirement: fifteen years of service, the last five of which must be continuous; and that pensions be 1-120th of the average salary for the five years preceding retirement, multiplied by the number of years of service. Teachers who served prior to July 1, 1914, to receive a minimum pension of 25 per cent. of the average salary, and a minimum retiring allowance.

SCHOOL OF INTERNATIONAL RELATIONS

Johns Hopkins University is to have a Walter Hines Page School of International Relations for which a million dollars will be provided.

Unique in many ways, the proposed school of international relations will take its place in the field of scientific research as the first of its kind in the world. Its chief function is that of investigation and the development of a science of international relations. Probably for the first time in history the laboratory methods already known to science in medicine and law will be applied to international relations. No phase of international life, from study of ordinary commercial problems to the more intricate problems of diplomatic psychology, will be overlooked. The searchlight of the research school will be turned on such factors as ethnological peculiarities and racial and inter-racial differences. Having ascertained the facts on any particular problem, the next important function of the school will be to publish them—to keep the public informed. It is the belief of those who have given the matter study that only by complete understanding of every aspect of international life can future misunderstandings be averted, and to that end, they declare, the Page school is to be dedicated.

EDUCATION AND LIFE

J. A. Dale, University of Toronto, has edited, and Oxford University Press of Toronto has published in an attractive volume of 318 pages (price $4.75), under the title, "Education and Life," the addresses delivered at the National Conference on Education and Citizenship, held at Toronto, Canada, April, 1923.

These addresses are near classic. We do not get just such a group of addresses by American school men under similar conditions. Sir Michael Sadler, always a favorite in America, has addresses on "Personality and Character," "Education and Life,"—which is selected for the title of the volume,—"A Liberal Education and Its Cost," and "Tradition and Freedom." Other notable addresses are by Vincent Massey, H. M. Tory, Dr. Maurice Hutton, Dr. F. X. Marcotte, Dr. H. T. J. Coleman, Rabbi Barnett R. Brickner, Rev. Canon Emile Chartier, Dr. Gordon J. Laing, Professor René du Roure, Dr. Henry Newbolt, Sir Arthur Currie, Dr. Eber Crunny, Dr. J. J. Champenois, Dr. Trevor H. Davies, Dr. Henri Hauser, S. K. Ratcliffe, Dr. H. J. Cody, Sir Robert Baden-Powell, Lord Robert Cecil, W. J. Bulman, and one woman, Mrs. R. F. McWilliam.

There are very famous deliverances on such subjects as "History and Humanity," "The Gateway to Knowledge," "Literature and Leisure," "Literature and Humanity," "Literature and Life," "Literature and International Understanding," "Education and Self-Control," "Education and Fellowship," "Education as Character Development," "Manners as a Social Language," "The Intrinsic Value of Personality," and "Education and the New Era."

Education is a common right, the exclusive property of no man, of no set of men.

—Franklin Sawyer, Jr.

RELIGIOUS EDUCATION

We incline to think that the School of Religious Education of Boston University is the most important religious departure since the creation of the International Sunday School Lessons.

We get this vista from the phenomenal achievement of Dr. Walter Scott Athearn, dean of the School of Religious Education, in seven years. It is an achievement that would have been impossible were there not an extensive and intensive appreciation of the need of placing emphasis on education in religious activities. In the seventh year of this entirely new religious venture there is an enrollment of 474 students from thirty-eight states, twelve foreign countries, representing eighteen religious denominations. There are this year enrolled in the School of Religious Education of Boston University thirty-two students from Africa, Chile, China, Greece, India, Japan, Korea, Latvia, New Zealand, England, Canada, and Russia.

An enrollment of 474 students in a high standard, four-year college course from such a wide range of countries and from all but ten states in the Union in an institution wholly new in its services and only seven years old certainly demonstrates a widespread and intense interest. All this has come with no money spent in advertising. It is an almost miraculous response to the meeting of a universal desire for preparation for religious service outside of pulpit and pastoral service. There is certainly no theological seminary with 474 students from twelve foreign countries and thirty-eight states of the Union.

The academic work is serious. The students do as much and as good work as is done in college. The students are as brilliant and with as commanding a personality as are to be found in college work anywhere.

In the student body forty per cent are men, men of as good intellectual equipment and personal attractiveness as will be found in the best theological seminaries.

We had the privilege of addressing the more than fifty graduates of this year and twenty-five other students of Boston University who are taking work in the School of Religious Education, but who will take their degree in some other school of the university.

We also enjoyed the banquet in which three hundred and sixty-three students and faculty members were at the tables. It was from every standpoint the equal in the demonstration of talent,—as indicated by "The Year Book,"—in the buoyancy of personality as we have ever seen in an institution of 474 students.

Professor Albert E. Bailey, head of the department of art in the functioning of religious education, toastmaster at the banquet, introduced Dr. Walter Scott Athearn as the "Religious Education statesman of America," to which we would assent most heartily. What Dr. Vincent was to the Chautauqua movement, what Dr. Francis E. Clark was to Christian Endeavor Associations, and what James E. West was to the Boy Scout, that Walter Scott Athearn is to the religious education movement, which promises to equal any of these in service to humanity.

One notable recognition of the scholarship of the faculty and alumni of the School of Religious Education of Boston University is the literary and professional output of the past year.

The number of titles to the credit of the members of the faculty is 112. This includes "The Master Library," published by Foundation Press, Cleveland, Ohio (ten volumes). The general editor of these volumes was Dean Walter S. Athearn. The members of the faculty collaborating in the preparation of these volumes include: Miss Laura Armstrong, Professor Albert E. Bailey, Professor E. Morris Fergusson, Professor Neilson C. Hannay, Professor Alberta Munkres, Professor Hulda Niebuhr, Professor Edith Lovell Thomas, Professor O. W. Warmingham.

"The Indiana Survey" (3 volumes) prepared under the general editorship of Dean Athearn. Dr. W. L. Hanson of the faculty was his chief associate.

The individual books issued by the faculty during the year include the following titles:—

Athearn, Walter S., "Character Building in a Democracy."

Hanson, W. L., "Cost of Compulsory Education Enforcement in the State of New York and Some Factors Affecting the Cost"—1924.

Thomas, Edith Lovel, "Music, Art and Poetry for the Grades" (Miss Thomas is musical editor in collaboration with Dr. E. Hershey Sneath, Yale).

Bates, Esther Willard, "This Day."

Brooks, Earle A., "A Hand Book of the Out-Doors."

Fergusson, E. M., "Piloting a Sunday School."

Some recent publications by graduates are:—

Ikenberry, Charles Samuel, "Daily Vacation Church School."

Miller, Minor, "Organization of Religious Education in the Church of the Brethren."

Russell, Mrs. Mary M., "Drama as a Factor in Social Education," and "How to Dramatize Bible Lessons."

Berg, Mary Kirkpatrick, "Primary Story Worship Programs."

Ostroth, Delbert C., "Conference Program of Religious Education."

The Educational Bulletins by the School of Religious Education are:—

Brightman, Edgar S., "Religious Values and Recent Philosophy."

Sheldon, Henry C., "The Psychology of Religion Interrogated."

Athearn, Walter S., "The Outlook for Christian Education," "Boston University and the Training of Lay Leadership for the Church." "A Centenary Educational Project for the New England Area."

Hanson, Whittier L., "Supervision of Religious Education Through Objective Tests and Measurements."

Brightman, Edgar S., "The Contribution of Philosophy to the Theory of Religious Education."

Athearn, Walter S., "An Evaluation of the Project Method as an Instrument of Religious Education."

Bentley, John E., "The Mechanistic and Personalistic Psychological Contributions to the Field of Religious Education."

Marlatt, Earl, "What Is a Person?"

Munkres, Alberta and others, "Bibliography for Elementary Workers in Religious Education."

AN INTERESTING WEEK—APRIL 6 TO 11

A. E. WINSHIP

IOWA STATE TEACHERS' COLLEGE

I am tired of saying that Dr. Homer H. Seerley is the senior in service of all presidents of Teachers Colleges and principals of State Normal Schools and that his college has the largest enrollment, but there are some facts that are not stale.

Since 1920-21 the number of graduates has increased from 342 to 800. Total enrollment on the campus from 3,432 to 5,546. The summer enrollment on the campus from 2,281 to 3,262. The summer enrollment including the summer sessions in the five outside schools from 4,141 to 6,841.

Perhaps the most outstanding feature of the Iowa State Teachers College is the very large number of men on the faculty.

Another feature is the many ways in which students are aided in their junior and senior years. There are eight different organizations and permanent plans for rendering financial aid so that a student who reaches the junior year and has been satisfactory in his work and life need not be anxious about completing his course.

That which always interests me whenever I am at Cedar Falls is the remarkable record kept of everything that can be of interest to the hard-headed business men, and it goes far to show why Dr. Seerley's budget never seems to be jeopardized in the Legislature.

For instance, there is prepared the usual number of hours devoted to school work by each of the more than 150 members of the faculty.

The teachers of Romance languages give more hours to their work than do any other teachers.

In physics and chemistry only one of the six teachers gives more than nine hours.

In the Education Department five give more than ten hours, and four give less than eight hours.

Sixteen per cent. of the entire faculty give less than eight hours a day, and sixteen per cent. give more than ten hours a day to their school work.

The report on tuition fees indicates the way that all information is made available. In the three months' term ending March 10, two students paid $14 each; 2,327 paid $9 each, and 287 paid $4—a total of $21,879 in tuition for one term. There were also piano fees, $401.75; organ fees, $38.50; gymnasium tickets, $3,733; swimming suit fees, penalty fees, $14.00, and other fees added to the tuition make a total receipt of $27,309.75. In all, the receipts from students for one quarter were $83,105.

These figures are available for every quarter of the twenty-six years of Dr. Homer H. Seerley's administration.

Every day that any member of the faculty has been absent from class duty is on record, and the quarterly report is mimeographed for use wherever needed. Here are a few reasons for absence: "Visiting mother," "funeral," "business," "sister's illness," "death of nephew," "muddy roads," "broken arm," "to address woman's club."

There is on record, but it is not mimeographed, every dollar that any member of the faculty receives for lecturing. No objection is made to lecturing unless the work seriously suffers, but the amount received by every member of the faculty is on record so that members of the Board of Regents can know the facts if anyone criticises. The school does not take any of this.

On the other hand if any member of the faculty goes anywhere to lecture for the college or on any business for the college his expenses are paid, and also a per diem fee. And this is a matter of record.

All athletic expenses are on record. For illustration: Basketball game at Dysart, guarantee $35; every expense itemized; net loss, $31.63. In one case net gain $75.25. There is no possible opportunity for anyone to get excited over any financial matter of the college expenses or activities.

The surprise this year is the enlargement of the campus from forty to 120 acres, an increase of 200 per cent., and it is highly valuable land. The state paid a high price for forty acres and C. A. Rownd and wife gave the state for college use the other forty acres. This is land that has never been plowed. It is the original sod, used for pasturage for eighty years, and since then has been devoted to golf links. It will make the best athletic field probably of any Teachers College in America.

VACATION TOURS OF BIRDS

L. G. ATHERTON

Madison, South Dakota

[Author of "Dakota Birds," "Tourists of the Air," etc.]

It has long been the habit of many of our people who reside in the northern states to spend the cold winter months of their home land under the sunny skies, enjoying the balmy breezes of southern climates. A journey to Florida or California long ago became the winter pastime of the wealthy, and later sojourns in Cuba or even the Bermudas gained favor with those of more extravagant tastes.

While the snow drifts around our homes and the chilly blasts sweep the prairies the vacationists bask amid tropical verdure or bathe in the cooling waters of southern seas. Such a life is the envy of the snow-bound northerner, but not only men and women of refined tastes and abundant means avail themselves of such pleasures.

From pre-historic days many types of bird life have journeyed southward at the approach of winter and have found large feeding grounds as well as more comfortable weather in tropical or sub-tropical lands. For those species that feed largely upon insects such travels are essential to their obtaining a sufficient food supply. The warblers, vireos and wrens, nearly all of which resent the most tempting morsels of fruit or other vegetable foods, early in the autumn bid farewell to their northern homes and fly southward in quest of more favorable domains. The young ones of the season's brood are by this time fully fledged and follow their parents to the forests and plains of Central America or South America.

The wild ducks and wild geese wait for the ripening of the corn in the Mississippi Valley fields and often fly just ahead of the driving blizzards that come out of the frigid north. Many other species that nest in the forests of the Canadian provinces and Alaska travel to the forests of the Amazon Valley to spend what are our winter months. Others that rear their young in the extreme north go to the shores of the Antarctic America to spend a few short weeks before making the long journey back to the Arctic ice floes. Such is the life of the Arctic tern. Reared amid the whirling snows and crunching ice of the polar regions, the downy chicks often must be searched out by their parents from the snow-drifts upon their return from foraging expeditions. A journey of 11,000 miles lies before these little ones, as soon as their wings are strong enough for the flight that takes them half way around the globe. Following their parents, they mount the air and they are off, bound for the bleak shores of the Antarctic Continent. Such a trip is made in less than three months in ordinary weather. Few stops are made en route. In fact, we know little of their path of travel on these daring migrations, for they have seldom been seen south of New York or north of Patagonia.

To the uninitiated in the study of bird migration the question early arises as to how these bold travelers of unmarked air routes find their way almost from pole to pole without chart or compass. But however mysterious their secret appears to be, Nature has long since found a way to guide their flight, and with unerring accuracy they cross the broad expanse of the Atlantic, traversing the length of more than two continents, and return with certainty to the homes of their childhood amid the Arctic snows and ice. What route they travel is not known to man and whether they rest occasionally upon the ocean or fly with almost continuous flight has never been discovered. "One hundred fifty miles per day in a straight line is their task, but this is probably several times multiplied in their ziz-zag, twisting and turning in pursuit of food" (Cooke). The only answer now given to the question of how they find their way is that the young ones follow their experienced parents along this 22,000 miles of uncharted space.

Of all globe trotters, the champion as far as our information goes is the Golden Plover. Spending their childhood days along the bleak shores of Greenland, they early learn to brave rigorous climates, but their stay there is brief, as they join the migrating hosts early in autumn and seek the shores of Nova Scotia and Labrador. There they feed on the tart and luscious fruit of the crowberry until their small bodies are well stocked with fatty fuel for their long southward journey.

With daring purpose they soar above the waves of the Atlantic, and for two days and nights without food, rest or drink they fly continuously for 2,400 miles to the sunny shores of Venezuela. A short rest in northern South America refreshes them, and soon they are off for the valley of the Amazon. Feeding in the coffee fields of the Brazilian planters recuperates their spent resources of strength, and they continue their journey to the plains of the Argentine. There they spend the short hot summer of the southern hemisphere, eating the insects of the grass lands of the Pampas or devouring the insect enemies of the Argentine wheat fields. As autumn draws near, they fly from these fertile feeding grounds to the heights of the Andes, and high above these snowy summits they hurry by forced flights and short stops at feeding stations to the Isthmus of Panama. A short sojourn in the insect-ridden plantations of Central America replenishes their strength and prepares them for the

non-stop flight of over 600 miles across the Gulf of Mexico to Louisiana and Texas. A brief stay here and they begin their leisurely flight with numerous stops to feed through the agricultural regions of the Mississippi and Missouri valleys, back to the Canadian provinces, and eventually to their childhood homes on the bleak shores of the Hudson Bay or along the frozen Greenland coast.

Such a vacation trip is not enjoyed by the most wealthy of earth, replete as it is with sights of the world's most scenic spots. Many a farmer's crop has been benefited if not saved by their raids upon the insect enemies thereof, and their vacations can well be said to have been profitable to the travelers as well as to those who have acted as their hosts along the way.

While the graceful and beautiful Golden Plover has been sight-seeing through the two Americas, many another winged traveler has been spending his vacation in the south. The dainty Ruby-throated Hummingbird that sips the nectar from the petunias of grandmother's garden only spends a short time in his northern home and at the first hint of autumn hurries to the shores of the Gulf, snatching tiny insects from flower cups along his path. In one great flight that lasts for only a single night he crosses the broad waters of the Gulf of Mexico, and half a thousand miles from his starting point of the evening before he views at sunrise the glories of Central American mountains. There he rests and plays amid scenes of tropical splendor until the coming of summer in the north which calls him to the scenes of his childhood in the trees of "Grandmother's lawn."

The beautiful Scarlet Tanager that graces the northern woods with his marvelous presence and exquisite music, leaves the familiar nest there, and after many days of hiding by day and flying by night reaches the tropical forests of Colombia, where he rests and feeds before crossing the heights of the Andes and taking up his residence on the west slopes of those snow-capped ranges. Here with birds, strangers to him in his northern home, he spends the days in ease and pleasure until the coming of spring in the north calls him back to his favorite haunts in the deep woods or among the apple trees.

The Bob-o-link that makes merry the low meadow lands of the north central states at the close of the nesting season dons an inconspicuous and in many ways unattractive dress, and begins his perilous journey to his winter home in the valley of the La Plata in South Central America. He reaches the Gulf coast when the rice is ripening, and his fondness for the delicious kernels makes his presence there much disliked by the rice farmers. A veritable barrage of gun fire and a maze of traps greet him. Fortunate is he if he reaches the shores of Cuba and Jamaica uninjured. But these are not friendly lands for him, as the natives covet the fat of his plump little body. After many weary days of flight and hiding, barring accidents, he reaches the South American coast. From there he proceeds to the interior of the continent and with the few survivors of his race he spends the winter months in this small territory, mourning, no doubt, the loss of his companions and relatives in the ill-fated days spent in the rice fields of our southern states.

Many people ask the question as to how ornithologists determine the routes and dates of the vacation trips made by their feathered friends. Many years ago numerous theories were current as to the facts of migration and their significance. Today, thanks to the careful work of the late Wells W. Cooke of the Biological Survey of the U. S. Department of Agriculture and many other studious workers throughout the country who have observed the movements of the migrating hosts in different parts of this as well as other lands, we have a great mass of data available to those who may be interested in this very important phase of bird study. Small aluminum bands have been attached to the legs of captured birds, which were then released, and when these same birds have been found in other parts of the world the number and date inscribed upon the band has been communicated to the office of the Biological Survey, and in this manner accurate and positive knowledge has been obtained.

We have learned that birds hatched and reared in one locality go to the winter homes of their particular race some place in southern lands and return with unerring accuracy to the places of their birth and childhood. The routes of travel in the case of many species have been discovered and mapped by students as well as the dates for their arrivals and departures.

The subject of migration is one of great importance in the question of the preservation of our valuable bird life. Protection in one locality is not sufficient, as our carefully guarded wards may journey thousands of miles on their vacation trips through unfriendly lands where they may be ruthlessly slaughtered and our good offices thus defeated.

We are just coming to realize as a people that life on the earth would be impossible unless we have the assistance of the birds in combating the numerous insect pests that destroy our crops. One day during the past summer the grasshoppers were rapidly destroying the alfalfa in the fields of central South Dakota. A great flock of Franklin Gulls settled like a white blanket over the fields. Wherever they went the invading hosts of grasshoppers were devoured and the crops saved. The Mormons many years ago erected a costly monument commemorating the good work of the Sea Gulls which destroyed the hordes of black crickets and thus saved their wheat crops in a manner that they considered providential. Columbus might never have discovered the

new world had he not been assisted by noting and following the direction of the fight of great flocks of migratory birds headed for the islands where he, with his hitherto mutinous crew, landed and proclaimed his discovery to the world.

THE PLATOON PLAN

GEORGE M. WILEY

Albany, Assistant State Commissioner of Education, New York

[Extracts from a remarkably sane treatment of "The Gary System and the Platoon Plan."]

One of the distinctive developments in educational administration during the past two decades has been the so-called Gary system. Whether we speak of the Gary system, the platoon plan or the duplicate school, the underlying principle of this new type of school organization is the same, regardless of the particular name used. The literature on the subject is peculiarly partisan. There is the overzealous enthusiast whose account is filled with fulsome praise. He can see only wisdom and sanity in every phase of the program. To him the Gary plan solves every educational ill. On the other hand there is the antagonist who condemns the program in its entirety. He finds nothing of merit. The opponent may be honest in his educational convictions or he may be a political charlatan.

Much has been said and written regarding the Gary system. Whether contributed by friends or foes, whether approving or condemning, the underlying principles governing this new type of school organization have seldom been made clear. As a result the public has largely failed to sense the real merits of the plan or its meaning in terms of school procedure.

Briefly stated, the idea of educating the whole child, as it has been worked out by Mr. Wirt in the Gary schools, is a work-study-and-play scheme of the most varied kind. The development of this plan involves two large problems of school administration. The first necessitates a largely enriched curriculum of studies and activities. The second has to do with the rearrangemnt of the school plant whereby rooms for special activities including laboratories and play space may be available. The problem is therefore a double problem, the fundamental idea having to do not with the school plant so much as with the enriched program of school activities. Changes in the building which will provide the needed space is secondary but important, as it would otherwise be impossible to carry forward the enriched educational program. The development of the school plant in terms of the Gary system is based on "a belief in educating the whole child physically, artistically, manually, scientifically as well as intellectually." Under such a plan the school must therefore provide not only the ordinary classroom but also gymnasiums and swimming pools, playgrounds and gardens, special drawing and music rooms and, if practicable, establish contacts with supplementary community activities outside of school.

* * * * *

While one of the most distinctive features of the Gary system relates to the use of building space and while this idea is usually considered the outstanding feature, to regard the system as a way of increasing the use and capacity of school buildings would be totally unfair to the Gary plan. A real attempt has been made in Gary to determine and meet individual needs of many different classes of pupils. The use of the building space should therefore be interpreted in terms of the striking changes that have been made in the usual curriculum methods.

* * * * *

It will be recognized clearly that there are other systems of school organization in operation which are based upon or represent a phase of the same fundamental principle which has been noted in connection with the Gary plan. The adaptation of certain features of the Gary organization to the schools of Kalamazoo, Mich., and the platoon plan which has been developed extensively in Detroit and in other cities differ considerably in many respects from the so-called Gary system but are based on the same underlying principles. The so-called platoon plan recognizes the necessity of an enriched curriculum adapted to the needs of varying groups of children and endeavors to utilize all special rooms including gymnasium, auditorium, library, playground and shops throughout the entire school day.

* * * * *

Possibly no better brief statement of the platoon plan and its underlying principles can be found than in the following paragraphs from a monograph by S. O. Hartwell:—

"The platoon plan is a form of school administration in which the children are divided into two groups made up of equal numbers of classes. During the first half of the morning session one group of classes is engaged in regular work in the regular classrooms, while the second group is engaged in special work in special classrooms and in the auditorium, gymnasium, playground, etc. At the midpoint of the morning session two groups change places, those who have been in the regular rooms going to the special ones and those who have been doing special work going to the regular rooms to take up regular class

work. In the afternoon a similar shift is made.

"Thus a given teacher is charged with the care and instruction, in regular lines of work, of two groups of pupils instead of one. To offset this added burden and responsibility, the teacher is relieved of work in the special subjects, such as music and physical training, which demand for best results not only special preparation but a special form of interest. These subjects are entrusted to teachers who have this interest and training and who now find their whole school day filled with the instruction of several grades in their particular subjects."

* * * * *

There is probably no community where the so-called platoon plan of school organization has been more satisfactorily or effectively developed than in the city of Detroit. An excellent discussion of the platoon plan is to be found in Research Bulletin No. 2 of the Detroit Board of Education, entitled "The Platoon School in Detroit," by Deputy Superintendent Spain. In the organization of the platoon school in Detroit, however, effort has been made to keep in mind the social ends of education. It is held in the report that "The platoon school offers a type of organization and building in which a well-balanced modern curriculum may be provided and effectively used." Each of the following aspects of the curriculum is given due consideration:—

1. The academic. Instruction in the tool subjects in the regular rooms.
2. The cultural. Instruction in music, art and literature in special rooms.
3. The physical. The clinic, lunch room, and instruction in physical education and play in the gymnasium and on the playground.
4. The scientific. Instruction in geography, history and nature study in special rooms.
5. The social-civic. Socializing and Americanizing activities in the auditorium.
6. The vocational. Instruction in domestic and manual arts.

* * * * *

The following statement explains briefly but clearly the duplicate or platoon plan as it is in operation in the schools of Detroit:—

"The distinctive feature of the modern platoon or work-study-play school is the division of all of the school classes into two large groups, or platoons, alternating between the 'home rooms,' where the three R's are taught, and the rooms for special activities, where children receive training in the social, ethical, physical and vocational phases of life.

"For the ninety minutes in which the classes of one platoon are in the home room receiving instruction in English, spelling, arithmetic, reading and penmanship, the classes of the opposite platoon, for three thirty-minute periods, are found distributed among the activities of gymnasium, play, auditorium, social science, literature, art, music, library and household arts. The alternating of the platoons in the middle of the morning and the middle of the afternoon divides a six-hour day into three hours of home-room work and three hours of special activities for every child. With this duplicate plan, all the space and the facilities of the school are brought into play at the same time, thus giving the benefits of all the departments to all of the pupils."

To give one a more definite idea as to the school organization it may be observed that the school day adopted is six hours long—a three-hour session in the morning and a three-hour session in the afternoon. All pupils remain in school for six hours with the exception of pupils in the first grade. Even where the platoon plan is not under consideration a lesson may be learned regarding our school day, which is too often altogether too short. The tendency to shorten the school day has in many communities carried too far. A six-hour school day is a standard that should be more generally accepted.

ON TO EDINBURGH

KATHERINE D. BLAKE

New York City

So many people have asked me recently about the World Conference of National Education Associations this summer, that I hope you will be willing to publish the following information:—

Accommodations can still be obtained on the official steamer, the "Canopic," which sails from New York on July 8, reaching Glasgow in ample time for the convention at Edinburgh. Round trip excursions on this monoclass boat cost $340 or even less. Dr. C. L. Babcock, 65 Broadway, has been officially designated to care for those who wish to attend the convention, and will be glad to give information to any who write to him.

The draft program of the conference at Edinburgh, July 20-27, 1925, has just arrived from Scotland. The foreword preceding the list of delegates and program says:—

"Delegates from all parts of the world will attend. In Great Britain and on the continent interest is not confined merely to educational circles. Many of the men most prominent in the political life of Europe have been quick to realize the tremendous potentiality for good of such a movement and have signified their intention to be present and participate."

The list of honorary presidents and vice-presidents of the Scottish National Committee includes the Rt. Hon. Sir William Sleigh, Lord Provost of the city of Edinburgh; the Rt. Hon. Lord Haldane, K.T., O.M., former

Lord Chancellor; Her Grace the Duchess of Atholl, M.P.; the Marchioness of Aberdeen and Temair; the Earl of Elgin, and a list of other distinguished persons, most of them titled.

The scheme of meeting shows an arrangement like that followed in San Francisco. July 20, the delegate assembly will meet in the afternoon. In the evening at Usher Hall will be the public welcome. Tuesday is devoted to group meetings with a civic reception in the evening. Wednesday there is to be a concert in Usher Hall. Thursday is devoted to tours which are given to the delegates by the Educational Institute of Scotland. Friday continues the group meetings. Saturday the results of the group meetings will be discussed in plenary sessions all day. Monday the delegate assembly will meet and the valedictory meeting will take place in the afternoon. There are to be afternoon and evening "musical demonstrations, verse speaking, and community singing," a pageant, and visits to schools, colleges and places of historical interest. The conference has arranged for special tours and excursions through Scotland at a very reasonable rate.

Oxford University is offering a fascinating course on The Drama—Ancient, Mediaeval and Modern—from July 31 to August 20, with plays and excursions to nearby places of interest at a cost of only two pounds two shillings. A course in zoology for teachers in secondary schools is also offered from July 31 to August 11 at a cost of two pounds. Rooms may be had in two of the Women's Colleges at an expense of ten shillings a day. There are also lodging-houses and private families which will accommodate students. The first lecture hour each morning will be given to a lecture on religious and philosophical thought. There will be two conferences, one on drama in schools and one on drama in industrial communities. On the excursion to Stratford-on-Avon a Shakespeare play will be given in the Shakespeare Memorial Theatre. Teachers who desire to take advantage of this opportunity at Oxford should address the Rev. F. E. Hutchinson, M.A., Acland House, Broad street, Oxford. The list of lecturers includes such names as Gilbert Murray, John Masefield and Elsie Fogerty.

London University also offers a summer course of four weeks at a cost of five pounds. The subjects of the course are: "The History of London," "English Literature," "Educational and Economic Subjects" and "Phonetics."

Many who have felt hitherto that a summer in Europe is too expensive will be glad to realize that such a trip as is here outlined can be made on the official steamer at a cost of $500 or less; much less if they are willing to take advantage of the tourist third class, which on many ships is very comfortable. Round trip excursions on some of the large steamers can be had at a cost of only $156. This means that for $170 they can pay their expense from here to England and home again, and pay for their Oxford study course, and they can live very cheaply if they are willing to take lodgings or stay at small hotels.

No teacher should miss the opportunity of meeting teachers from all over the world as they will in Edinburgh, unless he or she is absolutely unable to incur the expense.

A LETTER TO THE TEACHERS OF THE UNITED STATES ON THE OBSERVANCE OF GOOD-WILL DAY

FANNIE FERN ANDREWS, PH.D.

The world has made great strides in establishing friendship and good-will among peoples since the eighteenth of May first came to be observed in the schools. It was in commemoration of the opening of the First Hague Peace Conference, May 18, 1899, that the schools of the United States have observed this day as Peace Day, that term having first been used by Dr. Elmer Ellsworth Brown, United States Commissioner of Education. In his letter of transmittal to the Secretary of the Interior, December 5, 1906, Dr. Brown urged that "in the celebration of this anniversary day, and in the instruction of the schools throughout the year, the effort be made to promote an insight into the true aims and aspirations of our own nation and of the other nations with whom we are to work together in the making of a higher world civilization."

Subsequent letters of Commissioner Brown, notably the one of 1908, indicate the general attitude of the teachers toward the observance of the eighteenth of May. In this letter Dr. Brown says: "Widespread interest has been manifested in the observance of the eighteenth of May . . . as a time for accentuating the endeavor to arrive at a fair understanding of the other nations of the earth, which is the surest basis of honorable and fruitful peace and an indispensable element in modern education."

Each year after this more and more schools celebrated Peace Day, and the demand for proper material for the observance grew so great that the American School Citizenship League, then called the American School Peace League, prepared, at the request of the United States Commissioner of Education, Dr. Philander P. Claxton, a pamphlet entitled "Peace Day: Suggestions and Material for Its Observance in the Schools." This was published as a bulletin of the United States Bureau of Education. In his letter of transmittal to the

Secretary of the Interior, March 5, 1912, Dr. Claxton recommended "that all or portions of it be reprinted by State Departments of Education in sufficient quantities to supply all the teachers in the United States."

In the following year the American School Citizenship League, again at the request of the United States Commissioner of Education, prepared another pamphlet, entitled "The Promotion of Peace: I. Suggestions for the Observance of Peace Day (May 18) in Schools; II. Agencies and Associations for Peace." This was also published as a bulletin of the United States Bureau of Education. More than a hundred thousand of the 1912 and 1913 bulletins were bought from the government, and large sections of them have been translated into other languages, as ordered by certain European governments, and distributed to teachers for the observance of Peace Day in the schools.

Until the outbreak of the World War the day was quite generally observed in some of the countries of Europe, but so far as is known, there was no observance of the day during the war.

In the United States the Eighteenth of May continued to be observed as Peace Day until the year 1919. From this time to about 1921, a period of great uncertainty as to the future plans for world adjustment and world co-operation, there was no general observance of the Eighteenth of May, although records show that many schools still continued the celebration. The results of the war had been to emphasize the more immediate days of international significance, such as Armistice Day and certain strategic battle dates. There was indeed great confusion as to what day in the year should be observed as Peace Day, the day when all the world could concentrate on the idea of international friendship. In 1923 the World Conference on Education in San Francisco decided that some day should be set apart for such observance and that this should be called World Good-Will Day. The conference was confronted, however, with the question as to whether the day, whose observance should promote the spirit of international justice and good-will, should still commemorate the Hague Conferences. It was affirmed that the day selected "should in itself be a significant landmark in the movement for international friendship." The conference selected the Eighteenth of May, designated it as World Good-Will Day, and resolved: "That the Eighteenth of May, which commemorates the opening of the first Hague Conference—the first gatherings of the nations in time of peace for the consideration of means of settling international differences by peaceful methods—is especially appropriate for concentrating upon the ideals of justice and world friendship."

The conference went further and declared: "That on the Eighteenth of May instruction should be given concerning the results of the Hague Conference and also the later efforts to bring the world together into a co-operative body, and that this instruction should be accompanied by songs, both national and international, plays and pageants, which carry out the spirit of the day."

This year the World Federation of Education Associations, which was organized at San Francisco in 1923, and which is holding its first meeting at Edinburgh in July, is asking the teachers of all countries to celebrate the Eighteenth of May as World Good-Will Day. Nothing could be more far-reaching in promoting good-will between nations than a world-wide effort among the teachers to impress upon youth the broad humanitarian principles of right and justice which transcend all national boundaries. The record of the past two decades shows the great value of accentuating these principles on a special day set apart for the purpose.

Will teachers of the United States join the ranks of their co-workers throughout the world in this year's observance of World Good-Will Day?

[Dr. Andrews (405 Marlborough Street, Boston) will advise as to material for observing World Good-Will Day.]

A PROPOSAL FOR GOOD-WILL DAY

LUCIA AMES MEAD

As a means for making Good-Will Day significant, let the seniors of all the high schools in every great city compete with each other in writing a good-will message of perhaps 300 words. In small cities where there is only one high school, a group of cities may compete. Each principal would send before May 10 the best one from his school to the city superintendent for selection of the one that is the best of these, and this message should be sent out by radio on May 18 by the successful writer and also published by the press. The writer should select the city or country to which it should be sent by mail to the school authorities to be presented to the pupils of that land.

What a thrill it would give the students of, say, Rome, and Valparaiso, of Tokio, or Melbourne to learn that a group of American youth who are to be soon their political contemporaries were thinking of them as friends and co-operating with them in helping to bring about a world organization that would forever make international war impossible. What an honor to be coveted would be that of being the

writer of the noblest message that could be sent from our great nation of youth to the youth of other lands. Next year responses to these messages would come from overseas, and eventually the custom of interchange of messages would go far to knit together in a common feeling of good-will the future voters of many lands.

GETTING RELIGION ACROSS

MRS. LUCY JENKINS FRANKLIN

Dean of Women, Boston University

[Address at Lenten Noon Service at Keith's Theatre, Boston, March 25, 1925.]

In spite of the fact that America may seem to be in a state of moral chaos, in spite of the fact that I may seem illogical and hopelessly hopeful, I firmly believe that right now, in America, the proportion of spiritually-minded people is greater than it has been for the past hundred years. I do not say that they are spiritually expressive or spiritually efficient, but I do say they are spiritually minded.

I am well aware that this statement demands proof, so I shall begin by asking myself two questions. First, if there are so many spiritually minded people in America today, why so much crime, immorality and lawlessness? Second, if there are so many spiritually-minded people in America today, where are they?

As to the question why so much crime, immorality and lawlessnes, we all know that this is not the cry of America alone; it is the cry of the world. This world-wide crime wave has been brought on by the blunting of the finer discriminations between right and wrong and this blunting process has resulted from the attempt to transfer the war state of mind to the peace state of mind. War taught us to deceive, through propaganda; to hate, in order to be fierce warriors; to kill, in order to be the greatest heroes. This state of mind, so essential for war, fails utterly to serve conditions of peace. Our young men came home from France with their finer discriminations blunted by the institution of war.

We older people criticise youth of today for its spirit of lawlessness when we should be criticising ourselves for allowing institutionalism to grow so far beyond the individual that the individual, with a human heart and soul, can no longer control it. If we approach this question fairly and study it thoroughly, we are obliged to agree with youth that America is over-organized; institutionalism is her menace today. Some one has facetiously said that if two Americans should fall from an airplane, they would organize and appoint a chairman before they reached the ground.

About twenty years ago we began to change our system of education. Full expression has been our slogan for years and now when those children are doing exactly what we have taught them to do, we throw up our hands and say: "Oh, please do not express yourselves any more; it is unpleasant; you do not agree with us; you shock us." The truth is, we are closing to our children the proper and legitimate channels of expression. When they grow up they find themselves caught in a network of over-organization that does not lend itself to an open expression of heart and soul.

My greatest source of help and inspiration today is to listen to young men and women express themselves to me in private conference. Not long ago a thinking, discriminating young man said to me: "I do not think young people have legitimate channels of expression today. The social codes of the older generation attempt to make us appear different from what we really are. In religion," he continued, "we must either subscribe to doctrines and dogmas that are non-essential to real religion and make us feel like hypocrites, or stay without the church and be called irreligious. As a result of all this some young people are expressing their lower selves, their Mr. Hydes, and others of us are waiting for the older people to get rid of over-organization, over-ritualization and let us speak from our hearts."

For over a year I have been collecting questions, answers and comments from young people. My principal question to them has been: "What are the young men and women of America thinking about today?" If I should classify my answers I would say that American young people are thinking about religion. They may have different phrases for it, such as "philosophy of life," "man's relation to God," "the application of the principles of Christ to community life," but these questions and answers show that our young people are searching for eternal truths by which they may guide their own lives.

You read of the crime and lawlessness of youth, but do you read that a body of students from every land will soon meet in Geneva to discuss questions of international interest with no object in view except that of truth? "Ye shall know the truth and the truth shall make you free." You read of the bold and bald immorality of youth, but do you read of the National Forum movement with headquarters on Broadway, New York City, that gathers young men and women in groups all over America to discuss problems of society and religion? Have you read of the Bible study courses outside the church, in which the

Bible is studied from the standpoint of truth alone without regard to creed?

Recently one of these fine, spiritually-minded young men said to me: "When we enlisted in the army, many times our patriotism waned, because we were delayed and impeded by the red-tape of war-organization, when we wanted to get 'On to France.' Well," he said, "some of us feel that we want to get 'On to France' in religion, where we can express our hearts and fight for what we believe to be right." When this young man had finished I said to myself: "If this is true, if our young people have their faces set toward spiritual things, then let us not impede or hinder them. We must stand aside with our pre-war methods and let them go 'On to France' out in the open where they can meet their God face to face."

Jesus Christ, whose last days we are now commemorating, was a youth, outspoken and frank. He did many things that shocked the older conformists. He attacked and tore down their organized, conventionalized and ritualized forms of worship and put His spirit there instead. He showed the world that God reveals Himself to the human heart alone and the heart must have free access to Him.

PITTSBURGH'S PROGRESS

[From Secretary G. W. Gerwig's Report.]

Education is being everywhere accepted as the most promising substitute for war. That a people spends money more wisely on schools than on shot and shell is now an axiom.

The confidence of the people in the kind of education furnished in America is nowhere better shown than in the way the increasing cost is paid. The decade just passed has, for America, been one of unprecedented prosperity. More largely than ever in the history of the world has this prosperity been distributed among those without previous wealth. . . .

Countless American parents have found it possible to gratify their deepest wish and to satisfy the universal desire of giving their children what they consider the best thing there is in life. In unprecedented numbers they have recognized and accepted the public school as the one institution which, on the whole, gives what is best.

They are willing to pay the necessary cost for this type of public service. Thus it has happened that while the total population has increased only 15.99 per cent. during the last ten years, the school attendance has increased 40 per cent. Throughout America the average school life of children has been extended from the elementary through the junior and senior high schools. Boys and girls by the thousand have been given a high school diploma instead of an eighth grade certificate, as the best heritage and preparation for life. The war taught, as nothing before had ever done, the necessity of training for leadership. Keen-witted, practical American parents made and accepted their high schools as officers' training camps in that preparation for peace, which is, after all, the great province of the public school.

These parents gladly sacrificed much for the education of their children. They believed that they themselves would have succeeded better and been happier if better trained. They recognised that, next to the native ability with which they were endowed at birth, the most valuable thing they could do for these children was to give them that type of an education which would best train that native ability. They were more concerned with the kind of education which was sanest and safest for their children than they were with its cost.

Individually parents differ upon certain details. Many place undue value upon some particular educational device or activity which served them well, under the conditions of the past, but which would be inadequate to meet the changed conditions of the present and the future.

Many parents are content to choose the best available school experts, turn the problem over to them, and follow their recommendations in what is really the thing closest to their hearts—the welfare of their children. Other parents believe that the importance of the basic educational program is so great that decisions on vital points should be reached only by a composite judgment of those entitled and qualified to pass on the problem after the fullest and most rigorous search for the absolute truth.

The genius of America best expresses itself in organization for human welfare and betterment. In politics the Constitution is the great example. In industry, the sewing machine, the automobile, the tractor, the radio, and countless other material devices illustrate American ingenuity, just as cheapening these devices so that they are brought within the reach of all, represents the practical turn of American altruism.

Not only is the public school the greatest of the social institutions of America, but it is the one in which their faith remains supreme and unshaken. Americans have never accepted a purely material ideal of life. Three quarters of a century ago Horace Mann prophesied the inevitable outcome of the Prussian Kultur ideal as clearly as a post mortem would show it today. Americans are in no wise satisfied to have a sewing machine, an automobile, an airplane or a radio represent their ideal of an American culture. Their consuming ambition is to rear good staunch, sterling American citizens. The public school, the greatest of

their institutions, is an American citizen factory. To the best organization of this institution, they gladly contribute their wealth along with their highest ability. Not for a moment do they delude themselves into the belief that it is as simple or as easy to make Certified American Citizens as it is to make automobiles. Citizens of just the type they have in mind have never been made before. But they believe they have in American boys and girls the best raw material in the world, and they believe the making of American citizens of just the quality they have in mind to be the most fascinating piece of pioneer welfare work in the world.

No nation has ever undertaken to give every child both the opportunity for general development along the lines of that child's ability and the special training necessary for some useful employment. Pittsburgh is making real progress in the solution of this extremely difficult pioneer problem. Skilled craftsmen and employers alike are co-operating in every way. Training for work is being planned, not a substitute for the cultural, social and citizenship training now offered, but as a supplement to it. The function of the public school is to train a well-rounded citizen, able and willing, by craft or otherwise, to serve his fellows effectively.

To think straight through the last ten years has been one of the most difficult tasks ever given to man. All the thinking of the ten years led, directly or indirectly, to the type of education or training best suited to the children of the future.

To teach children to think toward the solution of fixed problems like those of mathematics or grammar, is comparatively easy. The social and industrial problems of the present and future, however, are many of them, as yet, entirely unsolved and controversial.

A board of education must develop, therefore, a method for the approach of these public, social, economic and industrial problems, which is fair rather than partisan, and governed by a sole desire to find the truth rather than a desire either to promote propaganda or to secure a partisan victory.

Having definitely established this ideal for the solution of mooted questions, the next step is to teach children to approach problems of life in the same spirit.

It is hard to think clearly through the past; harder to think clearly through the present; and hardest to think clearly, sanely and wisely into the future. It is hard to think through a material problem; harder to think through a problem which combines material and personal elements; hardest to think through a problem which involves eternal human destinies. All the difficulties of both groups are involved in the task of finding just the right education for the children of the future—The Future of America.

The best genius of America has ever concerned itself with the attempt to solve the pioneer problems involving human welfare and betterment in the future.

Training to think clearly, sympathetically, socially, effectively, toward the future welfare of the children of America is the special problem of the school.

MODERN LANGUAGE ITEMS

[Conducted by Henry Grattan Doyle, Professor of Romance Languages, George Washington University, Washington, D. C.; Modern Language Editor, Journal of Education.]

The most important news of the present academic year insofar as the teaching of modern languages is concerned is the beginning of the work of the "Modern Foreign Language Study," a survey of modern language teaching in the United States and Canada. Funds to meet the expense of the study have been provided by the Carnegie Corporation, and the business direction is in the hands of the American Council on Education, Dr. Charles R. Mann, director. The "Committee on Direction and Control" is composed of representative school and college teachers of modern languages. The officers of the committee are: Chairman, Professor Robert H. Fife, Columbia University; vice-chairman, Professor J. P. Wickersham Crawford, University of Pennsylvania; secretary, Professor Ralph Hayward Keniston, Cornell University. The investigators for the study are Professor Algernon Coleman of the University of Chicago, Professor Charles M. Purin of Hunter College, and Mr. Carleton A. Wheeler, supervisor of Modern Languages in the High Schools of Los Angeles. Regional committees are now in process of formation.

An interesting article by Professor Crawford on the work of the survey was recently published in the Modern Language Journal. Reprints may be obtained from the office of the Study, School of Business, Columbia University, New York City.

Without the whole-hearted co-operation of every teacher of the modern languages the work of the Study can not succeed. There has been some criticism of the make-up of the committee geographically and as between college and secondary school representatives. While it would be desirable to have the South, Southwest, Middle West (exclusive of Chicago), and Pacific Coast more adequately represented, and to include a few more outstanding secondary school representatives (Lawrence A. Wilkins of the New York City High Schools, for instance), the success of the Study will depend in the last analysis on the investigators and on the executive committee (Fife, Crawford, Keniston) which has the unqualified confidence of modern language teachers everywhere and in every field.

Let us all put our shoulders to the wheel and work for the success of the Study!

At the meeting of the executive council of the National Federation of Modern Language Teachers, held during the annual meeting of the Modern Language Association of America at New York City, the following officers were elected: President, Professor John D. Fitz-Gerald, University of Illinois; vice-president, Professor Charles W. French, Boston University; secretary-treasurer (re-

elected), Professor Charles H. Handschin, Miami University.

The Modern Language Journal continues its successful career under the editorship of Professor J. P. Wickershaun Crawford of the University of Pennsylvania and the business direction of A. G. Host of the Troy High School, Troy, New York.

Hispania, official organ of the American Association of Teachers of Spanish, has won an enviable place as a helpful and inspiring publication under the editorship of Professor Aurelio M. Espinosa of Stanford University. Articles both of scholarly and of pedagogical interest are carried.

The American Association of Teachers of Italian organized two years ago, had an interesting meeting in New York during the Christmas holidays. The Association publishes under the direction of the secretary-treasurer, Professor Rudolph Altrocchi of the University of Chicago, a small but inspiring Bulletin. Membership is $2.00 a year.

Many teachers of French find inspiration in the "Alliance Française," which has its general headquarters in New York (32 Nassau street) and branches throughout the country. The Alliance publishes an interesting yearbook, "The Bulletin-Annuaire" and a bi-monthly publication, "L'Echo de la Fédération."

Some of the local and regional modern language teachers' associations maintain their own publications, usually called "The Bulletin." Among the best of these that we have seen are those published by the Wisconsin Association, the New England Association, the Pennsylvania State Association, and the Southern California Association. The "Bulletin of High Points in the Work of the High Schools of New York City," edited by Lawrence A. Wilkins, also contains much matter of interest to modern language teachers.

"Le Petit Journal" and "El Eco" are splendid illustrated publications in French and Spanish respectively for use in classes. Both are published by Doubleday, Page and Company, Garden City, New York.

The Association Phonétique Internationale publishes "Le Maitre Phonétique," which is of interest to all students of phonetics, under the editorship of Paul Passy and Daniel Jones. Subscription, including membership, may be sent to Daniel Jones, University College, London, W.C. 1, England (8 shillings).

Professor E. Allison Peers of the University of Liverpool, successor to the lamented Fitzmaurice Kelly as the leading British Hispanist, is editing the "Bulletin of Spanish Studies," published quarterly. Subscription is 10s.6d. and may be sent directly to Professor Peers, The University, Liverpool, England.

The student trip to Spain this year will be under the direction of William M. Barlow and Francisco Piñol. Professor Barlow may be reached at the Curtis High School, New Brighton, New York, and Professor Piñol at Connecticut College, New London, Conn. The trip will include the usual course of study at Madrid under the direction of the "Junta para ampliación de estudios."

Professor J. J. Champenois of the "Office National des Universités Françaises," 1819 Broadway, New York City, has issued a leaflet describing the summer courses offered by the French universities during the coming summer. Dr. Champenois is always at the service of American teachers who wish information about the French universities. The "Comité des Voyages d'Etudes en France," 281 Fifth avenue, New York City, will send on request information about students' trips to France.

The Netherland-American Foundation, 17 East 42d street, New York City, is glad to give information about student trips and summer courses in Holland.

Professor J. de Siqueira Coutinho, Professor of Portuguese in George Washington University, Washington, D. C., will be visiting professor at the University of Coimbra, Portugal, during the coming summer and will conduct a party of students to Portugal.

"La Prensa," the excellent Spanish daily of New York City, is offering through the generosity of Mr. José Camprubí, its publisher, a total of $3,500 in prizes during the present year. The prizes are ninety in number, and are to be distributed for essays in Spanish. There are five groups: (a) for students in secondary schools, (b) for students in colleges, (c) for students who are candidates for the master's degree in Romance Languages, (d) for students who are candidates for the degree of Ph.D. in Romance Languages, and (e) for teachers of Spanish in secondary schools. Essays in the first three groups are due April 1, 1925; in the last two groups, September 1, 1925. The contest has the hearty support of the American Association of Teachers of Spanish, which has co-operated with Mr. Camprubí in the appointment of regional committees throughout the country. It is hoped that the prizes will be offered annually if sufficient interest is shown.

"La Prensa" conducts a regular department for students and teachers of Spanish under the direction of Miss Matilde Huici. Special subscription rates are offered to students and teachers.

Scott, Foresman and Company have issued an interesting pamphlet on "The Complete Method in Modern Languages," obtainable on request.

". . . I hope I may not seem unduly critical when I say frankly that in my opinion few professors of the History of Education, or of School Administration, are qualified to give advice as to methods of teaching foreign languages. . . . When they undertake to tell us how foreign languages should be taught, they are without their province. The teaching of foreign languages is a highly specialized profession, and only those who have made it their life work are entitled to speak of it with authority." —Professor E. C. Hills of the University of California, in address, April 28, 1923.

Professor Charles Hall Grandgent of Harvard University has recently published his fourth book on Dante, "Discourses on Dante" (Harvard University Press). He is also the editor of the standard edition of Dante's "Divina Commedia" for English-speaking students, published by D. C. Heath and Company.

Dr. Charles F. Thwing, president emeritus of Western Reserve University, published in the Harvard Graduates' Magazine, autumn issue, 1923, the results of a study of the honor men in the Harvard Law School who were graduates of Harvard College. Of 341 honor men, more than half devoted the greater portion of their undergraduate programs to modern languages (including English), ancient languages, and history; the modern languages top the list, with an average of more than six courses per man.

"Educators," attention!

"Les Études Littéraires Françaises" is an excellent new publication (35 francs per year) for students and teachers of French. It is published by the Librairie Fernand Nathan, 16, rue des Fossés-St.-Jacques, Paris, France.

The World Book Company has published "Methods of Teaching Modern Languages," by Charles H. Handschin, Professor of German in Miami University.

On November 29, 1924, the Sorbonne conferred honorary degrees on Ramón Menéndez Pidal, the great Spanish scholar, and Dr. Ramón y Cajal, the eminent Spanish physician and winner of the Nobel Prize for Medicine.

Mrs. Robert Lansing, wife of the former Secretary of State, reporting to the last annual convention of the Daughters of the American Revolution on behalf of the committee on international relations of that body, recommended the establishment of a school of diplomacy at George Washington University and urged that attention be given to diplomatic education in the United States, to the end that the nation's consular and diplomatic service may be improved.

As chairman of the committee, Mrs. Lansing reported that her committee was paying particular attention to the relations between the United States and Spanish America and was striving to advocate the wider teaching of the Spanish language in American educational institutions.

President Henry Suzzallo, an eminent teacher of education and educational administrator, recently warned teachers against criticism by persons who have "wandered away from their own sphere of experience and information." This is an encouragement for teachers of modern languages, who have had to listen to "lambastings" from "educators" on literary and cultural values, on the content of language courses, on literary criticism—in fact on everything the "educator"—usually with reason—may be presumed to know nothing about. "Every man to his trade!"

Ignacio Zuloaga, the great Spanish painter, is having an extraordinary success in New York City. Four of his paintings were sold in one day for $100,000.00 during a recent exhibition.

Those who are interested in prognosis and achievement tests for modern languages will find two publications of the World Book Company, Yonkers, N. Y., worth investigating; the Wilkins Prognosis Test in Modern Languages (specimen set, 10 cents) and the Henmon French Tests (specimen set, 10 cents). The same firm also publishes two books on methods, both written by Harold E. Palmer: "The Principles of Language-Study," and "The Oral Method of Teaching Languages."

The American Association of Teachers of Spanish has published in a dignified, scholarly, and attractive form the opinions of statesmen, business men, economists, men of letters and educational leaders on the prominent position of the Spanish language and literature in world culture and world affairs. The title of the beautifully printed 88-page booklet is "Spanish: "Its Value and Place in American Education. A Symposium of Authoritative Opinion." Copies may be obtained (40 cents) from Professor Alfred Coester, Stanford University, California.

The famous German poet Heine, in the preface to his "Deutschland," names as his models Aristophanes, Cervantes, and Molière.

"As wine and oil are imported to us from abroad, so must ripe understanding, and many civil virtues, be imported into our minds from foreign writings;—we shall else miscarry still, and come short in the attempts of any great enterprise."—John Milton, History of Britain. Book III.

Reviews of recent modern language texts appear from time to time in the "Book Table" department of the Journal of Education.

The "Report of the Joint Committee on Grammatical Nomenclature," one of the most progressive documents in American education, has been published in a revised edition. Copies of the 85-page pamphlet may be obtained (25 cents) from the National Education Association, Washington, D. C.

Every teacher of languages, ancient or modern, will welcome the appearance of "General Language," by Sterling A. Leonard and Riah Fagan Cox of the University of Wisconsin (Rand McNally and Company). This remarkably fine book introduces the junior high school student to general language and prepares the way for the teaching of Latin, or modern foreign languages, or English. Best of all, it emphasizes the essential unity of language teaching and language learning. It is an epoch-making textbook.

WHEN EARTH'S LAST LESSONS ARE OVER

[With apology to R. Kipling.]

MARGARET HUGHES

When Earth's last lessons are over, and the textbooks are worn-out and gone,
When the Latest Method is fossiled, and the Newest Fad isn't born,
We shall rest, and, faith, we shall need it—a Sabbatical aeon or two,
Till the Master of All Good Workmen shall put us to work anew.

And those that endured shall be happy; they shall teach in a wondrous school;
Where statistics have never been heard of, and Legitimate Work is the rule;
They shall find good product to fashion, with parents at comfortable range;
They shall teach for an hour at a lesson, with no one advising a change.

And no crowded program shall push us, and no College Board folk shall blame;
And no one *must* work with Projects, and no one *must* work with Games,
But each for the love of the teaching, and each with his own humble plan,
Shall work for the Truth as he sees it, for the God, not of Methods, but Man.

THE SEVEN-YEAR ELEMENTARY SCHOOL SYSTEM OF KANSAS CITY, MISSOURI

SUPERINTENDENT I. I. CAMMACK

[Paper at Chicago.]

The public schools of Kansas City, Missouri, have operated on one year less time than in most of the other school systems of the United States. The Kansas City organization differs from the usual plan in that the elementary and high schools are completed in eleven years or, it is the 7-4 plan, which with the Junior High School becomes the 6-2-3 type of organization. The schools also have the customary kindergarten and junior college of two years. This part of our system, kindergarten and junior college, is not different either in content or method from that existing elsewhere. The kindergarten and junior college do not attempt to do more or different work than is done in the best schools of the country. The shrinkage in time is in the years between the kindergarten and the junior college. Further, the first grade and the senior high school in our system cover practically the same field in the same way as is covered by other city schools of this country. The saving of the year of time is accomplished from the second to the ninth year inclusive. The time has been shortened by the elimination of what is commonly known as the eighth grade. Our pupils are promoted directly to the high school on completion of the seventh grade. Our students completing the eleventh year or the fourth year in our high schools are granted the usual high school diploma and under the certificate privileges are given admission to the colleges and universities without examinations.

On the juvenile road to learning the pupil has saved a year of his time. If it can be shown that he started at the same place and reached the same destination and in one year less time, it will constitute an achievement which challenges the administrators of education in this country to a re-examination and a re-valuation of their practices. We stand prepared to prove our case.

When the public schools of Kansas City were organized in 1867, it was on a seven-year basis for the elementary schools. My distinguished predecessor, Dr. J. M. Greenwood, assumed charge in 1874. From time to time during his administration of thirty-nine years the wisdom of such organization was seriously questioned and many studies were made with a view of ascertaining whether or not the school system was measuring up to the prevailing standards. The conditions that were found by these studies were such as to cause Dr. Greenwood to continue the seven-year sytem.

When the present administration took charge of the schools in 1913, one of the first problems to be undertaken was a re-examination and evaluation of the eleven-year system, or as it is usually considered the seven-grade elementary school. One of the first steps taken was the establishment of a separate and distinct department of research. It was felt that the problem was of such importance as to demand a most careful consideration and that it could rest its merits only on clearly established and unquestioned data scientifically gathered and collaborated. It was felt that conclusions based upon general impressions or more or less gratuitous guesses with no scientific foundations had little value.

During the first year,. therefore, of the present administration a cumulative card was devised giving the complete history of each individual child's educational progress. Since this card became the official record of all his attendance and achievements, it furnished therefore the data for determining progress through the schools.

Our schools have been operating with this cumulative card and the department of research has been making its investigations for the past ten years. A detailed study of the class graduating in 1923 has been made with the following results:—

Total number of elementary school graduates for June of that year is 3,878.

Of this number 1,401 entered after the completion of their second year in our own schools and did not furnish us with complete data as to their education history, and therefore were not included in this study. In estimating the time spent by the 2,477 remaining, no deductions were made for sickness, temporary absence, transfers, low I.Q.'s, or a number of other conditions which more or less interfered with school progress. The entire time from the entrance of the child in the schools until the date of graduation was taken, and every child who graduated and who had been in our schools the past ten years was included. The following are the results:—

In school 5 years	3
In school 5½ years	3
In school 6 years	73
In school 6½ years	37
In school 7 years	1,271
In school 7½ years	158
In school 8 years	647
In school 8½ years	46
In school 9 years	227
In school 9½ years	3
In school 10 years	9

More than one-half of the pupils completed the course in exactly seven years and more than 56 per cent. in seven years or less. The median time scientifically determined for the entire number is 6.95 years, and the average time is 7.47 years. This high average is largely

(Continued on Page 448)

Who will pay *your* doctor, *your* nurse and *your* board bill when *you* are sick?

YOU cannot possibly foresee just when you will need T. C. U. protection. It may be this month—or this week.

Sickness usually arrives unheralded; Accident always does.

Week in and week out, during good times and bad, when other things may fail you, or be seriously impaired in value—T. C. U. Protection remains constant and unchanging, ready, with a moment's notice, to help bear the burdens that Sickness, Accident, or Loss of Salary because of Quarantine, may suddenly throw upon you.

It makes for that safe and comfortable feeling to be protected by the T. C. U. If you once experience what T. C. U. protection could mean to you, we believe you will agree with Miss Gertrude Likes, of Pomona, Kansas, who writes: "Such is my opinion of the T. C. U. that before I would no longer be a member of that helpful organization, I'd borrow money (if necessary) to keep up my dues. It was a great satisfaction to me to receive a check after having had La Grippe. I am telling my teacher friends how foolish it is not to be a T. C. U."

What the T. C. U. Will Do for You

It will pay you $50 a month when you are disabled by Sickness or Accident. It will pay you $25 a month for illness that does not confine you to the house, but keeps you from work. It will pay operation benefits in addition to other benefits. It will pay you a 20 per cent. increase in sick benefits for two months when you are confined to an established hospital. It provides operation benefits after your policy has been maintained in continuous force for one year. It will pay you $50 a month when you are quarantined and your salary stopped. It pays regular indemnities of from $333 to $1,500 for major accidents, or for accidental loss of life. All benefits are doubled for travel accidents.

Please Don't Procrastinate—At Least Send the Coupon

Let us tell you all about the T. C. U. Let us send you our booklet of information and testimonials from Teachers all over America who have experienced what it means to have the T. C. U. on your side when misfortune comes.

Just fill out and mail the coupon on the right. We shall then mail you full particulars of how we protect Teachers. Please do it today.

TEACHERS CASUALTY UNDERWRITERS

441 T. C. U. BUILDING LINCOLN, NEBRASKA

DR. A. E. WINSHIP

Dr. WINSHIP Says:

"Heads or Tails You Win"

Dr. A. E. Winship, Editor of Journal of Education, says: "So far as we know, the best provision for such an emergency is the Teachers Casualty Underwriters of Lincoln, Nebr. When a teacher is well and has an income, it is comparatively easy to make a sacrifice that will provide for catastrophe. It is a case in which you win whether you win or lose. If you do not meet the catastrophe you are in luck, and if you do you are in luck. Heads or tails, you win."

Free Information Coupon

To the T. C. U., 441 T. C. U. Building, Lincoln, Neb.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address .....

(This coupon places the sender under no obligation)

THE SEVEN YEAR ELEMENTARY SCHOOL SYSTEM OF KANSAS CITY, MISSOURI

(Continued from Page 446)

the result of failure on our part to make the proper mid-year promotions. Our high schools do not graduate classes in the middle of the year. Such fact is taken advantage of in the elementary school by the traditional belief that if for any reason a pupil becomes slightly retarded, it is wise to hold him a full year in the elementary school. This is shown by the fact that our cards show but 158 pupils graduated in seven and a half years while 646 graduate in eight years. The normal distribution would be the reverse if merited promotions had been made.

Another reason for the high average is that the 2,477 graduates include those who are in our special schools for sub-normal children. These schools should properly be on an eight or nine-year basis.

As to the part irregularities and absences play, our principals estimate that 44 per cent. of non-promotions are the result of these causes.

In view of the hindrances above mentioned we feel perfectly sure of our conclusions that for the average normal child with the average attendance and freedom from illness, that seven years gives ample time for covering the elementary course of study as now in use in American schools.

When we come to realize that society as well as the individual demands that opportunity should be given to our mentally and physically superior pupils to progress in accordance with their superior ability, the old slogan which said: "Teach the dull child in the class and the bright ones will take care of themselves," is unjust and pernicious in the highest degree. Such practice is unjust to both the individual child and to society, and has resulted in dulling the wits of especially gifted children and inducing a mediocrity of performance that is unpardonable. When equal opportunity is given to the superior children more of them will complete their school work in shorter periods of time, and therefore considerably lessen the general average of time. With adequate provision made for the superior children our conclusion that seven years is ample time is more fully justified.

As to the quality of results secured:—

The development of standard tests and the establishment of norms of achievement have made it possible to institute scientific comparisons. Our department that has been engaged in educational research in the Kansas City schools for the past ten years makes this report:—

"During this period (1914-1924) thousands of achievement and intelligence tests have been given to the pupils of Kansas City. A special effort has been made to secure from other cities the results in the various standardized tests. Very careful comparison of these results has been made with the results obtained by giving the same standardized tests to the pupils of Kansas City. In making these comparisons, the seventh grade pupils of Kansas City are always compared with the eighth grade pupils of other cities, and the sixth grade pupils with the seventh grade pupils of other cities. The fifth grade pupils are expected to reach a point located a little above the midway point between the fifth and sixth grade scores in other systems; the fourth grade pupils are expected to make scores about midway between the fourth and fifth grade scores in other systems; the third grade pupils somewhat below the mid-point between the third and fourth grade scores in other systems, and the second grade somewhat higher than the second grades in other systems."

From all of these tests and numerous comparisons that have been made with other systems on the basis just mentioned, we feel satisfied with the reliability and correctness of our conclusions. Our findings are that our pupils rank in the upper quartile of the large cities of the United States on school achievement tests in the formal subjects, and that they rank in the upper half of the large cities of the nation on the school achievement tests on the content and thought subjects.

Another method of evaluating the work of the elementary schools is in the experience of the elementary school graduates in the high schools which they enter after completing the grades. While we do not have extensive scientific data on this point, all evidence points to the fact that the work is average or above. We enjoy certificate privileges wherever such privileges for high school graduates are granted for entrance to colleges and universities of the country. Our students are sought by these colleges and universities, and we have many reassuring testimonials of the satisfactory kind and quality of their preparation.

Since many of our high school graduates are students in the neighboring state universities, a report from the University of Kansas may be pertinent to this discussion. Under date of February 16, 1924, this report is as follows:—

"Our system of grading is 'A,' 'B,' 'C,' 'D,' 'I' (Incomplete), and 'F' (Failure).

"We have weighted these grades in the study as follows:—

A	5
B	4
C	3
D	2
I	1
F	0

"Under this weighting we find the general university average (all schools) to be 3.020, just a shade better than 'C.'

"The average rating of the twenty-five and more junior college students, now enrolled for their second year here, is 3.524."

A similar report has been received from the University of Illinois. The system of rating in the two universities is practically the same. The average of the Kansas City High School graduates in the University of Illinois under the same rating as used by Kansas was 3.23;

also the average of the junior college graduates in the University of Illinois was 3.20. This indicates that our students are maintaining superior standing in these universities.

If our students are receiving an education equal in content and quality to that given in eight-year systems, we are saving the school district of Kansas City the cost of the eighth grade. In the Kansas City schools there are from five to six thousand children who would be in the eighth grade if such a grade were maintained. The expense of this grade at $80 per capita would therefore amount to almost a half million dollars. We are, however, not saving all this amount of money. The financial economy is not the greatest benefit. Our greatest gain comes from the extension of the education of our students beyond the elementary grades and it is to this feature that I call your particular attention.

Eighty per cent. of all pupils who enter our elementary schools complete the elementary course of seven grades. Ninety per cent. of those who graduate continue their education beyond the grades into the secondary schools. Forty per cent. of those who enter the secondary schools graduate from these schools. Fifty-seven per cent. of these high school graduates extend their education into colleges, universities, and other collegiate institutions. Fifteen hundred of them are now in the junior college of Kansas City. The significant feature of our entire system is the fact that, not including the kindergarten, almost 15,000 or more than 25 per cent. of our students are in our secondary schools. In the few years of its existence our academic junior college has graduated more than six hundred students. Seventy-four per cent. of them have continued their education into the senior division of colleges and universities.

Briefly summarizing, the outstanding features of the organization of the public schools of Kansas City are the following:—

1. That the actual expense of the cost of education in the elementary school is materially reduced.
2. That a year of valuable time is saved in the life of the child.
3. That this saving of time in the grades results in large numbers of our pupils extending their education into the secondary and collegiate period, who would otherwise not do so.
4. That this type of organization is adding a year to the educational level of the majority of our children and consequently raising the educational level and well-being of our community.

We believe it possible to so correlate the work of the senior high school and the junior college that an additional year may be saved below the professional school and that twelve years is sufficient time to prepare the student for the professional school or the senior division of the university.

Kewaunee

Laboratory Furniture

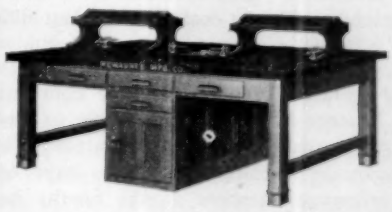
For Schools

Physics Laboratory Table No. 700

Very popular with teachers. Very substantially built. Can be supplied, if desired, with lower cupboard and drawers.

Chemical Table No. 890

Designed for use in the small school chemical laboratory. Eight students may be accommodated, working in sections of four.



Students' Biology Laboratory Table No. 1006

Where a complete work-table is desired, this will fill the need admirably.

Students' Domestic Science Desk No. 1605

For two students. One drawer and one cupboard for each; larger drawer used in common. This is a very practical desk.

Hundreds of other new and modern educational institutions are now installing Kewaunee. It means better work on the part of both instructors and students, longer life and less expense.

Let us send you a list of Kewaunee installations, copies of letters from educators and the Kewaunee Book—the most complete volume ever published on Laboratory Equipment. Address the factory at Kewaunee.

Kewaunee Mfg. Co.

LABORATORY FURNITURE EXPERTS

C. G. Campbell, Treas. and Gen. Mgr.

167 Lincoln St.
Kewaunee, Wis.

New York Office
70 Fifth Avenue

Offices in Principal Cities

EDUCATIONAL FORUM

THE WASTE OF WAR.

[Des Moines Register.]

General Mitchell has unwittingly called attention to the great waste of ammunition in war by his statement that anti-aircraft shells reach their objective only about once in 30,000 to 70,000 shots. No one knows just what proportion of artillery shells and rifle and machine gun bullets find their mark, but it is an infinitesmal part of the number used up. During the war the British produced nearly ten billion cartridges for rifles and machine guns, and the United States three and a half billion, of which one and a half billion were shipped overseas. The British supplied their artillery with 217,000,000 rounds of shells of all kinds. If all these had struck home the enemy would have been annihilated.

The greatest waste is in artillery fire and in machine gun fire, neither of which is directed with any especial aim. The value of anti-aircraft guns, ordinary artillery, and the machine gun is to keep the enemy at a distance or under cover, and of the heavy artillery to demolish his works.

The proportion of waste of ammunition by anti-aircraft weapons is probably greater than of any other form, for the gun is directed into the air at a high angle, it is directed at a swiftly moving target, and because of the necessity for quick handling it must be of small bore and consequently limited range. It does keep the aircraft away, as the artillery does drive the enemy underground and out of range.

But the loss of material is tremendous. On the western front some 5,000,000 tons of munitions were expended during the war, and during the drive against the Hindenburg line in September, 1918, 83,000 tons of metal were fired in one week. On September 29 the cost of the ammunition for the day was $16,000,000.

—o—

Since the income from the Henry J. Braker Foundation in Commerce and Finance has become available to Tufts College, a noteworthy expansion of that department will be made. Four graduate teaching fellowships have been established. The following members of the faculty have been appointed to the full professorships established by the will of the late Dr. A. B. Fletcher: Robert Chenault Givler, professor of philosophy; Leo Rich Lewis, professor of music; Newell Carroll Maynard, professor of oratory, and Albert Hatton Gilmer, professor of rhetoric and debate.

—o—

Use of the radio as a means of recruiting teachers for the public school system has been suggested to the Board of Education by the New York Board of Examiners. It is proposed to broadcast examination announcements for ten minutes, once a week, to acquaint surrounding communities with the needs of the schools.

—o—

THE LIBRARY AND THE SCHOOL.

So far as the schools inspire interest in well selected reading, they will offset reactionary tendencies, and elevate moral, intellectural and spiritual concerns above the material aspects of life.

Education is the lifelong obligation of the individual. Every child should be made to recognize that society gives him school opportunities that he may continue his education for himself. The development of professional library service in both school and community is a means to this end. Teachers should continue their own education by systematic reading, keep before pupils the ideal of self-education, and take part in encouraging the community to provide adequate library service.

3,177 predatory animals killed in the United States from July 1 to December 31. In December alone there were killed 272 coyotes, ten mountain lions, two wolves.

—o—

Iowa Budget for the next two years is put at $32,063,828, including $3,791,025 for the payment of interest and principal on soldier bonus bonds.

—o—

The subjects discussed at the Harvard Teachers' Association, March 14, 1925, were: "The Secondary School Curriculum," Aubrey A. Douglass, lecturer on Secondary Education, Harvard University; "Organizing the School for Guidance," John M. Brewer, associate professor of Education, Harvard University; "Problems in Vocational Education," Frederick G. Nichols, associate professor of Education, Harvard University; "College Entrance Requirements," Jesse B. Davis, professor of Secondary Education, Boston University; "Education and the Schools: Extra-Curricular Activities," Elbert K. Fretwell, associate professor of Education, Teachers College, Columbia University; "Vitalizing Secondary-School Instruction," Eugene R. Smith, headmaster, Beaver Country Day School, Brookline, Massachusetts.

The president was Oscar C. Gallagher, superintendent of schools, Brookline, Massachusetts.

—o—

A million light bulbs the daily output in the United States.

—o—

Ninety-two years of age, and one of the oldest college presidents in the country, President-emeritus William Fairfield Warren of Boston University celebrated his birthday March 13, 1925. He was the first president of Boston University, serving from 1873 to 1903. He is the sole surviving charter member of the corporations of Boston University, Wellesley College, and the New England Conservatory of Music. He is the only living member of the class of 1853 of Wesleyan University.

—o—

The new Public School, No. 121, Queens, at 109th avenue and 126th street, New York, cost $1,011,600 and will house 1,724 pupils. It is the newest type of schoolhouse.

—o—

President Coolidge was elected a resident member of the Massachusetts Historical Society, March 13, 1925. John Adams received similar honor a few months after his inauguration, his membership in the society dating from July 31, 1800. Another President who was a member of the society was John Quincy Adams, but his election took place before he was honored by the Nation, it being recorded as of April 27, 1802.

—o—

Mrs. Elsie M. Poluska, Waverly, Illinois, won $1,000 prize for raising the only 100 per cent. perfect ear of corn in the United States in 1924. There were contestants from forty-six states and 471 counties with 27,411 entries.

—o—

Ohio's Game Preserve is the biggest in the United States. There are more than 100,000 acres devoted to breeding and the protection of wild life. Fifty thousand pheasant eggs will be distributed for hatching throughout the state during this month, the young birds to be liberated on game refuge territory. It also is planned to rear at least 10,000 pheasants on the game farm at Wellington and a large number of wild turkeys this season.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

DAVISON'S REVISED TEXTBOOKS ON HYGIENE. By Alvin Davison, M.S., A.M., Ph.D., late professor of Biology, Lafayette College. Health Lessons, revised. Human Body and Health, revised. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

Dr. Davison's Textbooks on Hygiene have been of inestimable service to humanity because of the completeness of his knowledge, the fearlessness of his attack on the neglect of health conditions, the directness of his constructive suggestions and the skill of his presentation. He emphasizes the fact that the health of a people influences the prosperity and happiness of a nation more than any other one thing. The highest patriotism is therefore the conservation of health. The seven hundred thousand lives annually destroyed by infectious diseases and the million other serious cases of sickness from contagious maladies, with all their attendant suffering, are largely sacrifices on the altar of ignorance.

Since the observing public have seen educated communities decrease their death rate from typhoid fever, tuberculosis, and diphtheria from one-third to three-fourths by heeding the health call, lawmakers are becoming convinced that the needless waste of human life should be stopped.

After the eleventh year of age the first cause of death among school children is tuberculosis. The chief aim has been to show the child the sure way of preventing this disease and others of like nature, and to establish an undying faith in the motto of Pasteur, "It is within the power of man to rid himself of every parasitic disease."

Nearly 1,000 human beings in the United States are dying daily of diseases which science has shown how to prevent.

Sanitary science and the public health can be advanced only as they are supported by an intelligent public opinion. Laws necessary to the public welfare can be secured and upheld when the majority of citizens appreciate the value of the problems involved. New ideas are grasped most readily by the young, and it is with them that modern hygienic teaching will have the greatest influence.

Dr. Davison has graded the elementary, intermediate and advanced books with a higher purpose than merely to meet the changing age of the children. He has always in mind the influence of the community through the children. He makes three determined and skilful attacks on the public in these three books. In each he places emphasis upon some noble leader in the health crusade. He will surely make a generation of men and women who will never trifle with conditions which jeopardize the health of the nation as well as of the individuals.

BIOLOGY AND HUMAN LIFE. By Benjamin C. Gruenberg. Cloth. Illustrated. 590 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Our interest in this remarkable book is so great that we could easily and would gladly write many pages of the Journal of Education in appreciation of unusual interest aroused in human life through plant and animal life by the treatment they have received in the revelations of this book. We have never been so deeply impressed with the life story of plant and animal improvement as the precursor of human life as in our enjoyment of "Biology and Human Life." Some books have appealed to us informationally and others inspirationally, but we can recall none that has had the information so abundant and at the same time winnowed so faithfully, that has injected its inspiration so throbbingly into every chapter.

The captivating feature of this book to me is so almost trivial that we refer to it reluctantly. It is the group of questions at the end of each of the fifty-one chapters. There are upwards of six hundred of these questions, and we could not tear ourselves away from them more than a fan can leave a Cross-Word Puzzle.

Here are samples of the 600 questions: "Name all the occupations that you know about which make use of knowledge concerning living things."

"Is a cut more likely to clot when a person is fighting mad or when a person is lying still? Why?"

"What use can we make of our knowledge about the way different animals learn?"

"How can we tell that some ideas keep people in better health then others?"

"In what ways does the general structure of a frog resemble that of the human body? In what ways do they differ?"

Think of being exposed to 600 such questions in the school use of a textbook!

FIRST FRENCH BOOK. By Lawrence A. Wilkins, A. M., director of Modern Languages in the high schools of New York City. Cloth. Illustrated. xxii+424 pages. New York: Henry Holt and Company.

Mr. Wilkins is unquestionably one of our best and most reliable textbook makers in the field of modern languages. He is progressive, but sane; he believes in interesting teaching material but not in mere entertainment; he is willing at all times to modify theory on the basis of experiment. All of his textbooks—and he is an indefatigable worker—illustrate the "juste milieu" between novelty and interest on the one hand, and sound pedagogy on the other. His recent beginner's French book is no exception.

As in the author's "First Spanish Book" and "Second Spanish Book," the Wilkins "First French Book" contains all the material that the student needs—it is a combination of grammar, composition-book, and reader. This system makes possible greater unity and better motivation throughout the student's work than is usually the case. All the reading material is of a practical sort, and the language is real French. There is a logical connection, also, between text and illustrations—the latter being drawings by B. F. Williamson and Joseph Franké. Oral and written exercises of a varied and interesting sort are provided in abundance. All the reading material consists of connected passages. Grammar is taught inductively. There is consistent vocabulary-building and study of idioms. In general the vocabulary corresponds to the list published in "Le Petit Journal" under the supervision of the New York Society for the Experimental Study of Education. Pronunciation is taught by the application of practical phonetics rather than by phonetic symbols and transcriptions, thirty pages being given to pronunciation at the opening of the book and constant drill and review being provided throughout. The subjunctive is not used, that mood being reserved for the second year's work. Lists of classroom expressions, proverbs, etc., and the words and music of popular Franch songs like "Au clair de la lune" and "Sur le pont d'Avignon" add to the interest of the book. "Thèmes" are provided in a separate section for written composition. There are frequent review lessons.

For attractiveness, variety, and pedagogical effectiveness Mr. Wilkins's "First French Book" has rarely been equaled.

THE DAYS OF A MAN. Being Memories of a Naturalist, Teacher and Minor Prophet of Democracy. By David Starr Jordan. Illustrated. Volume One, 1851-1899. Volume Two, 1900-1921. Yonkers-on-Hudson: World Book Company.

Dr. Jordan has written elaborately and delightfully the most important autobiography of science, pedagogy and democracy that has been written of the years from 1851 to 1921. The information is such as can be had nowhere else, the philosophy has a rare personality that can be found in the story of no other educator, the devotion to a great principle in Democracy is beyond that of any other American of today, and the style is that of a brilliant master of English.

We have known Dr. Jordan incidentally but most delightfully since 1892, when we chanced to meet at the "Colt Kindergarten" of the Stanford Ranch. He was prospecting or projecting what was to be the famous Stanford, Jr., University. His personality captivated me then though the meeting had no special significance.

His remark about the practice of the young colts in the arena was really brilliant pedagogy. In all the years whenever we have met I have been enriched by some remarks which seemed incidental at the time but which are as vividly with me today as then. It was this enrichment of thought and spirit through the more than thirty years that led me to cross the country in January to be present at the presentation of the $25,000 Raphael Herman Prize won by his Plan for Peace through the Federation of Educational Associations. While in Los Angeles we heard Dr. Jordan on several occasions, and there was always something compelling in what he said and in the way he said it that was keenly enjoyable and deeply impressive.

So in "The Days of a Man," in the 1,600 pages of experience, adventure, descriptions, friendships, and philosophies, there is no paragraph that has not the charm of literary and professional personality.

SPAIN IN SILHOUETTE. By Trowbridge Hall. Cloth. Illustrated. 351 pages. New York: The Macmillan Company.

It is difficult to explain the charm that Spain has always had for American and English travelers in view of the greater advertising that the other continental countries have had, or rather the absolute lack of advertising that Spain has suffered from. Another influence that has always worked against Spain has of course been the persistent propaganda—going back to her struggles for world domination against France and England—which has represented Spain as backward and the Spanish people as cruel, uncouth, bigoted, ignorant. This myth, called by Spaniards "The Black Legend," has had its effect upon world opinion, but has not served to blind the eyes of those who have taken the time to investigate the beauties of Spanish literature, of Spanish art and architecture, of simple Spanish life. What American has ever written books about France, or Germany, or Italy, to compare with Washington Irving's volumes dealing with Spain, or with James Russell Lowell's "Impressions of Spain," or with the "Castilian Days" of former Secretary of State John Hay? What Englishman, similarly, has ever penned a book to compare with Havelock Ellis's "The Soul of Spain"? In our own day there seems to be a perfect flood of books dealing with Spain—Fitz-Gerald's "Rambles in Spain" (unfortunately now out of print), Howells's "Familiar Spanish Travels," Peixotto's delightful "Spain and Portugal," Dos Passos's "Rosinante to the Road Again," to mention only a few. Now Trowbridge Hall gives us this enjoyable personal account of a journey in Spain that extended from the Basque provinces to Catalonia, to Andalusia, to New and Old Castile, and back through Asturias—a stretch of territory showing as great variety as all of France or the British Isles. Mr. Hall has viewed the Spauish people with sympathetic eye, and has embellished his narrative, attractive in itself, with numerous legends and anecdotes. Personal though his impressions may be (and he makes no pretence at anything else), and somewhat inaccurate though his Spanish may be, the book is nevertheless a real contribution to the literature of travel and description dealing with Spain, and as such will doubtless long delight American readers who have felt the charm of the "Land of Joy"—and Melancholy. The illustrations are well-chosen and add much to one's enjoyment of an interesting book.

INTELLIGENCE OF CONTINUATION-SCHOOL CHILDREN IN MASSACHUSETTS. By L. Thomas Hopkins, University of Colorado. Harvard University Press.

The Harvard Graduate School is attracting attention for the exceptional service it is rendering in dealing in a masterful scientific way with educational problems not already solved. This study by Dr. Hopkins, the fifth in the series, is one of the most characteristic of the series. It is an important study of Continuation-School pupils, an entirely new group of pupils within the last twelve years, a group created by state laws which require boys and girls between the ages of sixteen and eighteen, or in some states between fourteen and sixteen, to attend school certain hours of certain days but never hours or days enough to make it possible to put them into established classes.

Dr. Hopkins has gone far toward finding a solution for some of the problems presented by these continuation-school pupils. His entire study has the sympathetic attitude, a desire to do much toward making reasonable success probable, rather than, as has often been the case, treating them as hopeless so far as school work goes. It is a pedagogical crime to consider continuation-school boys and girls as only one degree from morons.

Dr. Hopkins has discovered a really new and highly interesting as well as important educational problem and he has discovered it through the solution of it. The first of Dr. Hopkins' discoveries is the fact that one reason why many children leave school and go to work in these continuation-school years is because they do not succeed in their school work, often because of low intelligence but often because the school utterly fails to deal wisely with such children. Dr. Hopkins is rendering an important incidental service by revealing what a serious handicap to a large class of these continuation-school pupils is the universal requirement that boys and girls cannot enter prevocational and trade classes unless they have completed the sixth grade work, which is often the reason they need this prevocational and trade school work. As Dr. Walter F. Dearborn says in his introduction to this study by Dr. Hopkins, "If these provocational and trade schools would come down from their high places and suit their instruction to the needs of this group, their ranks might be filled," and he might have added, might be serving democracy instead of posing as aristocrats, so to speak.

We are extremely interested in this remarkable study of Dr. Hopkins because it supplements and brings to earth the previous studies of E. L. Thorndike, W. F. Dearborn, L. P. Ayres, and others.

If the schools would learn from this study what it so plainly teaches, many civic and industrial problems might be solved by the schools. It does seem sometimes as though there is great need of giving Intelligent Tests to students of educational problems, and Dr. Hopkins plainly but tactfully suggests that there is need of some study of the "masters" of educational administrative science. We are tempted to devote pages of the Journal of Education to this most important humane study. We hope we can prompt all who have to do with this problem to make a real study of this study by Dr. Hopkins.

ESTABLISHED 1869

HOLDEN BOOK COVERS

Are an economic necessity wherever free text books are used because they are made to—

PROTECT BOOKS FROM DAILY WEAR
REINFORCE THEM IN THEIR WEAKEST PARTS
KEEP THEM CLEAN, NEAT AND SANITARY

USED IN THOUSANDS OF SCHOOLS FOR OVER FIFTY YEARS

Samples free

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Professor Henry Grattan Doyle, of the department of Romance languages of George Washington University, has been appointed an associate editor of the Modern Language Journal. He has been since 1918 modern language editor of the Journal of Education and since 1923 an associate editor of Hispania.

Two bills providing that attendance at continuation schools shall be at night instead of in the day have been introduced in the New York Legislature. This plan will necessarily mean that boys and girls who have worked all day will overtax themselves by evening study. Only the very exceptional can be benefited. There is no good reason for changing the system that now generally prevails in continuation schools.

Under the provisions of the new school attendance law in Washington, D. C., the permits to work that had been granted to children under sixteen years of age who had not completed the eighth grade, were automatically invalidated. The proposal to establish a night "continuation school" for such children met with earnest protests from welfare organizations and labor unions. It was claimed that the health of children will be injured by working during the day and attending school at night. Moreover, a dangerous precedent would be established by allowing the opportunity to go to work and complete the eighth grade in a night school.

It is proposed to open in New Haven next September a new college for Catholic young women, the first of the kind in America. It will be called Albertus Magnus College, after a distinguished educator and philosopher of the thirteenth century. The faculty will be made up of sisters and lay teachers, all with higher degrees, including Catholic members of the faculty of Yale. The curriculum is being arranged by the faculty, associated with members of the Yale Department of Education, notably Professor A. H. Sneath, who has been a lecturer in St. Mary's Academy of New Haven and who is a clergyman of the Congregational faith.

Professor August Von Wassermann, director of the Kaiser Wilhelm Institute for Experimental Therapy, and professor of internal medicine at the University of Berlin, the originator of the celebrated Wassermann blood test, died March 16, at the age of fifty-nine. He was to be counted in a very small group of Germany's greatest men in the field of medical research.

Huntley N. Spaulding has been reappointed chairman of the New Hampshire Board of Education. He has served continuously in that capacity since 1921.

There are now 193 institutions on the approved membership list of the Association of American Universities. They include thirty-four universities of complex organization, usually with graduate schools and certain professional and technological schools; fifteen technological institutions, and 118 colleges primarily organized with undergraduate curricula leading to the B. A. or B. S. degree.

The International Kindergarten Union will hold its annual convention in Los Angeles, July 8-11. With characteristic enthusiasm and good judgment, the California committee is planning to entertain royally a large number of delegates. The western kindergarten and primary teachers believe that this convention will prove singularly interesting on account of the promising experimental work in California kindergarten and primary grades. This will be a good opportunity of combining professional improvement with sunny California. For further information, address Miss Ruth Sterry, 404 International Bank Building, Los Angeles, Cal.

THOUGHT PRECEDES ACTION; therefore, what we think is of the highest importance. It is more important to know God than to know Greek. Love is more important than creed. Hate and selfishness check life; love builds it. Read the Thought-Way message (25c).

THOUGHT-WAY BUILDERS, Dept. 543, New London, Conn.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 210 Title Bldg.
Chicago, Ill., 28 E. Jackson Blvd.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Berkeley, Cal., 2161 Shattuck Ave.
Los Angeles, Cal., 548 So. Spring St.
Toronto, Can., 11 Leader Lane

Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

MEETINGS TO BE HELD

APRIL

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.
29-May 1: National University Extension Association, University, Kansas.
30-May 2: Mississippi Teachers Association, Jackson, Miss.

MAY

1: American Council on Education, Washington, D. C.
1: Mississippi Classical Association, Jackson, Miss.
1-2: Classical Association of the Atlantic States, Swarthmore, Pa.
6: National Security League, New York City.
5-8: Western Arts Association, Memphis, Tenn.
6-7: Indiana Music Teachers Association, Logansport, Ind.
8-9: Nebraska History Teachers Association, Lincoln, Nebr.
8-11: American Association for the Study of the Feeble Minded, Raleigh, N. C.
9: New England Modern Language Association, Boston, Mass.
9: New England School Library Association, Manchester, N. H.
13-16: American Federation of Arts, Cleveland, O.
17-21: American Association of Museums, St. Louis, Missouri.
21-23: Associated Harvard Clubs, Baltimore, Maryland.
25-29: American Medical Association, Atlantic City, New Jersey.

JUNE

10-17: American Association of Social Workers, Denver, Colorado.
10-17: National Conference of Social Work, Denver, Colorado.
11-13: Georgia State High School Teachers Association, Athens, Georgia.
22-27: American Physical Education Association, Los Angeles, Calif.
28-July 4. National Education Association, Indianapolis, Indiana.
28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.
6-11: American Library Association, Seattle, Wash.
29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.
10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.
14-17: National League of Compulsory Education Officials, Duluth, Minnesota.
19: California Teachers Association, Northern Section, Sacramento.
22-24: Indiana State Teachers Association, Indianapolis.
22-24: Utah Educational Association, Salt Lake City.
26-30: Washington Educational Association, Seattle.
29-30: Illinois State School Board Association, Decatur.
29-31: Rhode Island Institute of Instruction, Providence.

NOVEMBER

5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.
Wisconsin Association of Vocational Schools, Milwaukee.
5-6: Iowa Home Economics Association, Des Moines.
5-6: Kansas Association of Teachers of English, Kansas City.
5-7: Colorado Education Association, Denver.
5-7: Iowa Association of Teachers of English, Des Moines.
5-7: Iowa State Teachers Association, Des Moines.

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean.
HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS

READING—INTERPRETATION—EXPRESSION

We have come back from Cincinnati with a feeling that our new book **ALLSPICE** is going to be a success.

Several people have said things about the book which make us believe it. We think some of them are worth repeating:

"It is a second Alice in Wonderland," said one Massachusetts superintendent.

"I think it is without question the best piece of work that the authors of **ARLO** have done," from a superintendent in New Hampshire.

A Rhode Island superintendent in giving an order for 120 copies of Allspice said, when we had thanked him for the order: "Don't thank me. We want those books."

ALLSPICE: a story of adventure for oral and silent reading and expression in second and third grades. Price, 55 cents.

When ordering single copies, please send ten cents for postage.

CLEMATIS	ARLO	ANITA
for 3rd or 4th grades	for 4th or 5th grades	for 5th or 6th grades
PATHWAYS	**WHO KNOWS**	**BUSY BUILDERS BOOK**
for 6th or 7th grades	4th grade and up	Upper first and second grades

By BERTHA B. and ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

ATTRACTIVE NEW BOOKS

Modern School Readers: by Thompson and Wilson. These Readers express thought and action and place special emphasis on Social Efficiency. Primer, 65c; Book I, 70c; Book II, 75c; Book III, 75c.
Europe: Developed according to the problem method by Dr. Harold W. Fairbanks. 134 colored illustrations; 265 pages; Price $1.65.
Pacific History Stories: by Harr Wagner. A Fifth Grade Reader. $1.12.
Jingles: Adapted for school room use from Mother Goose Rhymes by Miss Alice Rose Power. Price 65c.
An About Face in Education: by Adelia Adams Samuels. $1.50.
An Activity Curriculum: by Ethel I. Salisbury. $1.50.
Mental Training for the Pre-School Age Child: by Dr. Lillien J. Martin. Price $1.00.
Type Stories of the World for Little Folk: by Ruth Thompson. Third grade. Price $1.12.
Our Neighbors Near and Far: by Ruth Thompson. Fourth grade. $1.12.

Send for books now.

HARR WAGNER PUBLISHING CO.
149 New Montgomery Street
San Francisco, California
Publishers of "Western Books by Western Authors"

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.
5-7: Minnesota Education Association, St. Paul.
5-7: Wisconsin Teachers Association, Milwaukee.
6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.
6-7: Wisconsin Physical Education Association, Milwaukee.
7: College Entrance Examination Board, New York City.
9-10: National Association of State Universities in the United States of America, Chicago, Illinois.
10: Women's Educational and Industrial Union, Boston, Mass.
11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis.
11-14: Missouri State Teachers Association, St. Louis.
12-14: Arkansas State Teachers Association, Little Rock.
12-14: Association of Urban Universities, Washington, D. C.
20-23: Missouri Society of Teachers of History and Government, St. Louis.
23-24: New York State Teachers Association, Syracuse.
23-25: South Dakota Education Association, Mitchell.
24: Southern Industrial Education Association, Washington, D. C.
24-25: Public School Trustees' Association of Virginia, Richmond.
25-29: Virginia English Teachers Association, Norfolk.
26-28: National Council of Teachers of English, Chicago, Illinois.
26-28: Texas State Teachers Association (colored), Dallas.
27-28: Maryland State Teachers Association, Baltimore.
27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Philadelphia, Pa.
27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill.
28: Association of Modern Language Teachers of the Middle States and Maryland, Washington, D. C.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina.
14-18: California Teachers Association, Southern Section, Los Angeles.
27: American Historical Association, Ann Arbor, Michigan.
28-29: American Nature-Study Association, Kansas City, Missouri.
28-30: Illinois State Teachers Association, Springfield.
28-30: American Psychological Association, Ithaca, N. Y.
29-31: Florida Education Association Jacksonville.
29-31: Pennsylvania State Education Association, Scranton.
29-31: Modern Language Association of America, Chicago, Illinois.

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

WM. B. ITTNER, F. A. I. A.
Architect and School Specialist
Board of Education Building
SAINT LOUIS MISSOURI

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY
DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED
Prompt and Careful Response to Inquiries. Free Registration.
BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY
40TH YEAR
25 E. Jackson Boulevard, Chicago,
437 Fifth Ave., New York.
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.
TEACHERS WANTED especially those desiring Promotion. Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN ::: TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 23 Union Square, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York

SCHERMERHORN TEACHERS' AGENCY
Established 1855
366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio.
406 Union Trust Building
Pittsburgh, Pa.
A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.
ALBANY TEACHERS' AGENCY, Inc.
Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions
We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.
74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY
We have unusual facilities for placing teachers in every part of the country.
6 Beacon St. . . Boston, Mass.
ALVIN F. PEASE, Manager
Long Distance Telephone
Member of National Association of Teachers' Agencies